CHAPTER V

DISCUSSION

Chapter five will mainly discuss about the data interpretation which is the main objective of this research.

5.1 Data Interpretation

Based on the data calculation in the previous chapter, it showed that the correlation value was r_{xy} 0.037 the degree of freedom *(df)* value was 22. In the Pearson "r" Product Moment table, it showed if *df* value was 22, the value of r_t at significance level of 5% was 0.330.

The statistical hypotheses stated:

1. If r_o as same as or higher than r_t, the Ha is accepted.
2. If r_o is lower than r_t, the Ha is rejected.

Based on the score of r_{xy} 0.037, it indicated the score of $r_o < r_t$, in which 0.037 < 0.330 (5%). It showed that Ha was rejected, or in other words, there was a very weak correlation between speaking skill and listening skill.

The interpretation of r_{xy} 0.037, the table of "r" product moment showed that the correlation value was on the very weak category, in which between 0.00 – 0.199. The table of "r" interpretation was as follow:

Table 5.1 Pearson Correlation

The score of "r" product moment (r_{xy})	**Interpretation**
0.00 – 0.199	There is a correlation between X and Y but the correlation is very weak or little. So it is considered no significant correlation in this rating.
0.20 - 0.399	There is a correlation between X and Y but it is weak or little.
0.40 - 0.599	There is a correlation between X and Y. The value is medium.
0.60 - 0.799	There is high correlation between X and Y.
0.80 - 1.000	There is a very high correlation between X and Y.

(Sugiyono, 2012)

Since the result showed that the correlation between speaking skill and listening is very weak or little correlation. Meaning that the students who managed to achieve good score in speaking they might not achieve such good score in listening.

The statistical computation also presented that the correlation coefficient *(ro)* was 0.037, the number itself is very low. Hence the result showed that the correlation between speaking skill and listening skill are very low.

Although the result indicates that the correlation is very low, however the result still indicates a positive correlation between speaking skill and listening skill. This means the students with high ability in speaking skill does not have the guarantee to achieve the same high score in listening.

Some studies, especially the previous studies used by the researcher in this research entitled Correlation Between Listening scores and Speaking scores by maisaroh and The Relationship Between Listening Proficiency and Speaking Improvement by Erickzon D. Astorga Cabezas both showed that there is a significant correlation between speaking skill and listening skill.

However this research showed different result, the result of this research says that there is a very weak correlation between speaking skill and listening skill in second year students of English education in Brawijaya University. There is a possibility that this result is caused by some factors, such as the data for speaking skill is taken from final exam score which is considered one of the test that students prepare themselves for. On the other hand the listening test conducted by the researcher was rather spontaneous, so the students didn't have much time to get prepared.

Another factor is that the listening test's audio is only played once, while the students are used to listening the audio two times

As it was mentioned before in chapter one that Harris (1969) said “They are mutually interrelated, but special emphasis can be placed on anyone of these skills” meaning that the low correlation between speaking skill and listening skill in second year of English education program Faculty of Cultural Studies Brawijaya University, can be interpreted as the students might be giving more emphasize in one skill more than the other, knowing the result of speaking score is higher than the listening score.